U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13ID2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Jared Jenks

Official School Name: Sugar-Salem High School

School Mailing Address:　　#1 S Digger Drive

　　　　　　　　　　　　Sugar City, ID 83448-5014

County: Madison County　　State School Code Number*: 0147

Telephone: (208) 356-0274　E-mail: jjenks@sugarsalem.com

Fax: (208) 359-3167　　　Web site/URL: www.sd322.k12.id.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Alan Dunn　Superintendent e-mail: adunn@sugarsalem.com

District Name: Sugar-Salem Joint District #322　District Phone: (208) 356-8802

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Norm Spackman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   2 Elementary schools (includes K-8)

                                              1 Middle/Junior high schools

                                              1 High schools

                                              0 K-12 schools

                                              4 Total schools in district

2. District per-pupil expenditure: 4416

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 12

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	70	64	134
10	61	52	113
11	54	70	124
12	59	42	101
Total in Applying School:			472

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
6 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
91 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2011	440
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 4%

   Total number of ELL students in the school: 18

   Number of non-English languages represented: 1

   Specify non-English languages:

   Spanish

9. Percent of students eligible for free/reduced-priced meals: _____47%_____

   Total number of students who qualify: _____220_____

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Sugar-Salem High School participates in the national free and reduced breakfast and lunch programs.

10. Percent of students receiving special education services: _____5%_____

   Total number of students served: _____25_____

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
2	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	2	Traumatic Brain Injury
5	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	18	3
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	3	1
Paraprofessionals	6	3
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	3	6
Total number	31	14

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	95%	96%	95%	95%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	95
Enrolled in a 4-year college or university	70%
Enrolled in a community college	5%
Enrolled in vocational training	14%
Found employment	10%
Military service	1%
Other	%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

⦿ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Sugar-Salem High School, Sugar City, Idaho

Our mission is to ensure all students will be given the opportunity to receive and accept a quality education that will enable them to succeed in an ever-evolving world.

Sugar-Salem High School adheres to the following Belief Statements:

1. We will provide surroundings that are safe and secure for optimal student working and learning.

2. We will cultivate high standards of ethical behavior to aid students in decision making "present and future" for their school, their family, and their community.

3. We will offer students a well-rounded education while preparing to meet or exceed Idaho state requirements.

4. We will provide students with training in various types of current technology.

5. We will encourage the student learning process by practicing effective classroom management.

6. We will teach students to work collaboratively and to express themselves effectively while providing an environment of creative thinking and alternative approaches to problem solving.

7. We will give students an opportunity to acquire the necessary skills to become employable.

8. We will educate students in the importance of civic responsibility to school, community, and nation.

Sugar-Salem High School (9-12) is a public high school located in Sugar City in Madison County, Idaho. Original construction of Sugar-Salem High School was completed in 1989, and classes commenced in the current facility beginning with the 1989-1990 school year. An expansion of the facility began in October 2012, with completion targeted for November or December of 2013. Expansion will include nine additional classrooms, an expanded library and commons area, and an auxiliary gym.

The current enrollment (2012-2013) at Sugar-Salem High School is 480. There are 250 boys and 230 girls with 134 freshman, 117 sophomores, 126 juniors and 103 seniors. Fifty-two percent of the students are males and forty-eight percent of the students are females. Ninety-one percent of the students are Caucasian, six percent are Hispanic, one percent are Asian, one percent are Pacific Islander, and less than one percent are Native American.

The school year begins in August and runs through the end of May or the first week of June. Each year the first two weeks of October are dedicated to potato harvest, when students are released to work with local farmers. Each school day begins at 8:05 a.m. and dismisses at 3:02 p.m. Each Friday, the district has an early release schedule for the students. Students begin class at 8:05 a.m. and are dismissed at 1:52 p.m. The teachers are required by contract to work until 3:30 on Fridays. This time is used for teacher in-service, department meetings, district meetings, and preparation time. Sugar-Salem High School is on a trimester system with a five period day, and each class period is seventy-four minutes long. The high school has a closed campus.

Sugar-Salem High School has been recognized for excellence in the following areas:

*Recognized by *Redbook* magazine (1994) as a "Best of the States" high school in Idaho.

US News and World Report recognized Sugar-Salem High School as a Bronze Award Recipient in 2009, 2010 and 2011.
US News and World Report recognized Sugar-Salem High School as a Silver Award recipient in 2012 and ranked the school 7th in Idaho.
*First high school in Idaho to require an online credit for graduation.
*State Academic Champions for 2006, 2007, 2010, and 2011.
*With newly established classification ratings, Sugar-Salem High School has been rated a 5 Star school.
*Sugar-Salem High School teachers each earned a full share from the state Pay for Performance program. Sugar-Salem High School ranked 79th in growth and 121st in excellence. Each ranking was in the first quartile in the state.
*Sugar-Salem High School has received numerous state sportsmanship awards (2006, 2007, 2008, 2009, 2010). The school has earned several district titles in various sports and has won several state titles in wresting, basketball (boys and girls), volleyball, track, speech, and drama.
*Sugar-Salem is a leader in using the Idaho Education Network (IEN) and has created a consortium with Madison High, Rigby High, and Ririe High to offer dual-credit college courses each hour of the day during each trimester. Students have the opportunity to earn college credit at a rate of $65.00 per credit.
*Sugar-Salem High School has made numerous efforts to enhance students' academic experience by offering a variety of educational approaches. We offer Advanced Placement courses in AP Government, AP Calculus, AP English Literature and Language, and AP Art.

Sugar-Salem High School strives to be a leader of innovation and is considered a 21st Century high school in Idaho due to our willingness to implement progressive ideas. We are willing to try new techniques and implement innovations in education. We are grateful to be nominated as a National Blue Ribbon School and hope to be found worthy of this incredible distinction as a National Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Sugar-Salem High School administers the Idaho State Achievement Test (ISAT) and numerous students take the ACT. Over the past five years, Sugar-Salem High School has shown steady improvement in each area tested on the ISAT exam. Last year, students performed at a level that is acceptable and up to our standards. The results indicated that one hundred percent of the Hispanic students were proficient or advanced in reading and eighty percent of the Hispanic students were proficient or advanced in math. Overall, ninety-nine percent of students were proficient in reading and ninety-seven percent of the students were proficient in math.

During the past five years Sugar-Salem has had a composite score above or equal to the state and nation on the ACT. The high school has set a goal to implement an ACT preparation course for students beginning next school year. The stakeholders of Sugar-Salem High School believe that the students should be performing at a higher level on the ACT. By implementing the preparation course, we believe that the students' composite scores will increase consistently above the state and national averages.

B. Sugar-Salem High School has met adequate yearly progress each year. During the past five years, scores on the Idaho State Achievement Test (ISAT) have improved each year. During that same period, the advanced/ proficient scores on the ISAT have steadily increased from 83% of the students scoring in the proficient/advanced range in 2007-2008 to 96% of the students scoring in the proficient/advanced range in 2011-2012. In the Advanced category, Sugar-Salem has improved from 50% of the students in 2007-2008 up to 60% of the students in 2011-2012.

In 2009-2010, there was a 52% discrepancy between the Hispanic students and the white students at the high school. Sugar-Salem introduced an intense language acquisition program with a full-time English as a Second Language teacher. The teacher works with small groups of Hispanic students each period of the day. The teacher is able to help each student meet specific goals during each trimester and strive to improve their academic reading and linguistic abilities. The high school has also implemented the WYNN reading program which can read text to students. A paraprofessional scans each textbook and novel used in the school into the WYNN system, and then a student can upload the text and the WYNN program will read the text to the student. The program allows the student to click on a word to receive its definition. This has been beneficial for Hispanic students and students with learning disabilities. Sugar-Salem High School has seen numerous reading level gains in the past three years due to these interventions and accommodations. By implementing these interventions, the achievement gap has disappeared. In 20011-2012, 100% of the Hispanic students were proficient on the reading ISAT exam.

Since 2009 Sugar-Salem High School has required each sophomore who was not proficient in Math or Reading to take an online remediation course during the second trimester prior to the ISAT exam. The online course is offered by the Idaho Digital Learning Academy, an online publicly funded school in Idaho. We have seen significant gains in students earning proficient scores on the spring ISAT exam their sophomore year. The course has been beneficial and has given students confidence to be successful on the ISAT exam.

The high school principal and a teacher from each department meet together weekly to discuss the progress, or lack of progress, by students who did not score at a proficient level on the ISAT. We also discuss and make action plans for students who are struggling academically or emotionally. The teachers who participate in this group are the teachers who are the most empathetic and willing to advocate for all students. Through this weekly meeting, the high school has been able to assist numerous students and to meet with parents of students who do not have learning disabilities. The gains and academic

improvements have been observed astounding. The high school has been able to change some student's academic futures through this weekly meeting.

2. Using Assessment Results:

Students at Sugar Salem High School are formatively assessed daily by their teachers. Methods include pre and posttests, whole-class and individual questioning, exit cards, white-boards, journal writing, student verbal questions and justifications etc. Each teacher is allowed the autonomy of choosing these types of formative assessments according to their own style and circumstance. Summative assessments are given at appropriate times determined by the individual teacher as well. Some teachers test at the end of each week, others test at the end of each chapter or unit. Some use more frequent quizzes and tests. All are encouraged to continuously monitor student progress and adjust teaching methods and assessments accordingly

Teachers at Sugar-Salem are taught how to process assessment data. Each teacher analyzes assessment data following each test or project to identify anomalous information pertaining to the test. They use the three measures of central tendency (mean, median and mode) as well as the range and standard deviation for the test scores to make informed decisions about changes that may need to be made in curriculum, pedagogy, and/or assessment content or design. By making use of Stem and Leaf plots and Box and Whisker plots, teachers can quickly identify tests and test items that may lack validity as well as individual and student groups who may be struggling in general or may have missed a particular concept.

As a department, teachers give End of Course Assessments (ECAs), and all members of the department contribute to the creation of each test. The tests are administered during the last two days of each trimester, and every teacher is required to give an ECA in every course they teach. The number of questions is determined by each department, but the items are all multiple choice. Copies of the current ECAs are kept in the office safe. If departments determine needed changes to the items, the amended test replaces the current one on file. The schedule for administration of ECAs is carefully considered so students do not have two tests in a row and minimize the impact of students absent due to participation in extra-curricular activities. Students are given the usual 73-minute class period to complete an ECA. Pressure to finish in the allotted time is alleviated on test days by allowing students to incur an excused tardy in the class following an ECA. Teachers hand-deliver the answer sheets to the office following each ECA, which are scored by the school secretary. Item analyses for each test are generated as they are scored and answer sheets and data are returned to the teacher. Once these items are returned to teachers, department meetings are held to discuss the results. Teachers discuss each anomalous item to determine content and pedagogical changes that need to be made in each classroom to improve the performance of our students the next time the course is taught. Weak or poor test items are discussed and amended or replaced in these meetings also.

Teachers receive Idaho Standards Achievement Test (ISAT) test results once they have been compiled (a few weeks before school starts in the fall). Teachers identify individual students who are basic or below basic and the specific content strands where they are struggling. This is done before the course begins so that instructors are aware of struggling students and their individual deficiencies from the outset. The STAR reading test is given to all incoming freshmen by our reading teacher and those scores are also distributed to teachers early in the year so that poorly performing students can receive extra help as they progress through each course. Students who fail any portion of the ISAT at the end of their sophomore year are enrolled in an ISAT remediation course where they are given intensive and customized instruction to fill the gaps identified by ISAT testing. They remain in this course until they become proficient in the failed areas.

Aggregate data from ISAT scores are communicated to the community at large through the district newsletter and local newspapers. Individual scores and areas of concern are communicated to parents through parent/teacher conferences, e-mail, phone calls and Power School. Teachers routinely send informational e-mails to parents in each class that keep them informed of class progress and upcoming

events and deadlines. Students may check their grades using Power School at any time. They are also encouraged to talk individually with their teachers at any time to clarify and receive advice on how improve or maintain their grades as they progress through a course.

3. Sharing Lessons Learned:

Sugar-Salem High School was the first school in Idaho to require that students take an online course prior to graduation. In 2011, Sugar-Salem created a consortium with three other school districts to share teachers and provide dual credit courses to students in all four schools. The instruction is delivered over the Idaho Education Network (IEN), which allows the teacher to teach live in each school simultaneously. With the online requirement, all students will take an asynchronous course which is one hundred percent online or a synchronous course broadcast from a school in the consortium via the IEN or broadcast from Sugar-Salem High School to other schools in the consortium.

Last year, students at Sugar-Salem High School had 291 enrollments in dual credit courses, and each enrollment varied from three to five credits. With the success of the consortium and dual credit options for students, the principal of Sugar-Salem High School has been asked to speak at several state meetings and professional development conferences in Idaho. He spoke at the Idaho School Counselors Convention, the College Access Summit, the Idaho Secondary Schools Administrators Conference in 2011 and 2012, and the Idaho School Boards Association Meeting in 2012. Numerous school administrators have visited our school to learn how the consortium was established and how the collaboration amongst the high schools is organized. Sugar-Salem has been recognized on numerous occasions for their innovation desire to be a leader amongst their peers in Idaho.

4. Engaging Families and Communities:

Sugar-Salem High School has a Parent Advisory Committee that meets once a month for a luncheon. Approximately ten parents attend the meeting along with the five student body officers of Sugar-Salem High School. The committee was originally started ten years ago to improve communications with parents and provide parents an opportunity to express their concerns. Today, when issues are presented, parents and students are involved in resolving the concerns and improving the overall education of each child. This has allowed parents to have an active role in the education process and have ownership in the high school. They have helped to improve the academic curriculum by serving on hiring committees, curriculum adoption committees, anti-bullying campaigns, a clean minds campaign (anti-pornography), school policy review boards, and ACT prep courses for Juniors.

Sugar-Salem High School holds two semi-annual parent teacher conferences, with an average parent attendance at each of 65%. Along with the parent-teacher conferences, the high school mails home student progress reports every three weeks and each parent has a password and access to their child's grades via the student management system "PowerSchool". Most teachers communicate with the parent/guardian of each child directly via email about daily assignments, quizzes, and tests during each week. Parents have appreciated this weekly communication because it has helped them know what is due each week and it has improved the academic accountability of each child.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sugar-Salem High School exceeds Idaho's state standards by offering comprehensive academic courses, which focus on rigorous study and mastery of core content. There is a plethora of opportunities for students to achieve college credit, dual credit, advanced placement, skill certification, and distance learning while in attendance at our institution. All of our curriculum is aligned to Idaho State content Standards and is adapted to meet the rigorous requirements of Common Core State Standards.

Freshmen students are required to successfully complete a trimester of reading. By graduation all students at our school have successfully fulfilled the nine credit requirement for English language arts. Further, all students have the opportunity to exceed the minimum six math credits (which include Geometry and Algebra I). High expectations and regular support through an evening math lab cultivate students' success and achievement. The variety of science offerings at our school includes chemistry, anatomy and physiology, biology, physics, environmental science, forensic science, zoology, and earth & space science. Our school boasts the opportunity for fourteen science credits, eight featuring hands-on lab learning. These offerings exceed the state mandated six credits of science and four lab-based courses. The social studies courses are grounded in rigorous curriculum for U.S. History, American Government, and Economics. Students conduct real historical research and create informational texts as required by the Common Core State Standards.

Our school boasts a long tradition of success in the visual and performing arts. Students work diligently to prepare for local and regional drama competitions in addition to the two major dramatic productions they host each year for the community. In addition to completing the required Speech course, many students go on to compete at local, state and national competitions. We have a strong physical education/ health/ nutrition curriculum at Sugar-Salem. Our students can choose from lifetime sports or weight-training to complete their required physical education requirements. All students are required to complete a rigorous health course and many choose elective courses which feature nutrition essentials. Students have many opportunities to hone their technological skills. In addition to the state required input technologies course, students can choose to learn about digital scrapbooking, accounting, or web design.

Students also have the opportunity to learn Spanish at our school with additional language opportunities made available through Idaho Digital Learning Academy. There are a variety of electives offered at Sugar-Salem to help aid students in completion of their minimum seventeen elective credits, including academic decathlon, concert choir, band, wind ensemble, orchestra, accounting, cabinetry, mechanical drafting, architecture, construction, manufacturing, energy power and transportation, applied greenhouse, photography, art, ceramics, painting, and welding.

Sugar-Salem High School provides students with a curriculum focused on college and career readiness. Currently our school offers thirteen dual-credit courses over the Idaho Education Network. These live-streamed interactive courses are taught at a college level and give students both high school and college credit. Moreover, multiple courses taught by Sugar-Salem teachers are eligible for college credit through Idaho Tech Prep Agreements. In addition, Sugar-Salem offers Advanced Placement courses in English, Calculus, and Government. Collectively, students at Sugar-Salem High School will earn 1,642 college credits this year alone. Our school also allows students to complete their Certified Nursing Assistant (CNA) credential before graduation. Ten students this year took advantage of this CNA program. Sugar-Salem proudly boasts a one hundred percent graduation rate, and our graduates are well prepared for their post-high school education and careers. Sugar-Salem provides a remarkable basis of education by exceeding state requirements to facilitate a transition to higher learning opportunities for all students.

2. Reading/English:

The English language arts curriculum and instruction at Sugar-Salem High School places emphasis on students' acquiring knowledge and skills necessary to prepare them for college and future careers. The curriculum aims to broaden students' vocabulary, grammar studies, literary studies, and writing skills. Students are to create models of personal, business, descriptive, narrative, persuasive, expository, and research writing. When crafting research writing, students of every grade are required to show proficiency in MLA documentation. Although every year Sugar-Salem HS students are exposed to each of these areas of curriculum studies, teachers collaborate and target instruction in specific areas of emphasis.

Freshman year stresses grammatical understanding. Students study word usage, parts of speech, sentence structure, and punctuation, taught through a variety of methods including: (DOL) Daily Oral Language, GrammarPUNK , and Stand Your Ground. Clickers provide ISAT/Common Core preparation. Freshmen read and analyze works such as Martin Luther King's "I Have a Dream," Harper Lee's *To Kill a Mockingbird*, and Shakespeare's *Romeo and Juliet*. Students learn to look beyond plot—opening insights into analysis.

Sophomore instruction targets poetry. Students are exposed to diverse works, including Shakespearean, Harlem Renaissance, early American, and contemporary poetry, culminating in students assembling a poetry portfolio. Students read classics such as Dumas' *The Count of Monte Cristo* and Shakespeare's *The Tragedy of Julius Caesar* and consider various forums, analyzing evidence.

Beginning junior year, the target is academic writing and American literature. Juniors analyze Stowe's *Uncle Tom's Cabin* and Miller's *The Crucible* and analyze documents of historical and literary significance, including "The Declaration of Independence," probing for theme, purpose, and rhetorical features. In preparation for the ACT, juniors are coached in Reading and English language arts through practice testing.

Senior emphasis is on gathering relevant information from multiple authoritative sources. Students examine and convey more complex ideas, searching for relevance and extended meaning. College level Shakespeare works such as *Hamlet* and *Macbeth*, Chaucer's *The Canterbury Tales* all lead students to insightful and collaborative discussions. Students are expected to reason, speak, and write in a way that reflects academic intellect .

Recognizing the significant correlation between proficient reading and academic success, Sugar-Salem High School considers reading a top priority. Reading is a required class which students complete during their freshman year. The WYNN Reading Program is provided to remedial readers and those who have reading challenges such as dyslexia. Readers with severe reading challenges have access to a Reading Resource LAB. Readers who read above reading level are challenged to read classics—novels with significant depth and relevance. A wide variety of reading strategies are put into practice and students learn Greek/Latin prefixes, roots, and suffixes. As a course of study, Reading is intended to engage and help every reader become more proficient.

3. Mathematics:

The math courses for most students (freshmen to senior) are Algebra I, Geometry, Algebra II, Pre-Calculus (including Trigonometry). Advanced students who complete Algebra I in the 8th grade (approx. 1/3 of incoming freshmen) will begin their course of study with Geometry then Algebra II, Pre-calculus, and AP Calculus as seniors. Students who are not ready for Algebra I as freshmen take a program designed to help them get up to speed as soon as possible. We do not offer Pre-algebra. Six credits of math are required to graduate (two credits must be taken during the senior year). Students who do not have the interest or aptitude to complete 8 credits of math will take Algebra I, Geometry, and Financial Literacy (a course we offer for seniors).

Sugar-Salem math teachers each have their unique presentation style but they agree on what is to be taught. We rely heavily on textbooks (Pearson) to guide and pace our instruction. Our methods include lecture, concept development (deducing attributes of math objects by comparing examples and non-examples), discovery learning, and cooperative discovery activities, among others. All three teachers use formative assessment each class period through questioning, individual white-board responses, quick-check, and individualized help.

The curriculum and the order that we teach it is a long-held traditional approach that has evolved to include AP Calculus and Financial Literacy, although the main curriculum and sequence have not changed. While the old adage, "That's the way it's always been done" is seldom sound justification on its own, we subscribe to another adage, "If it's not broken, don't fix it". We have seriously considered other approaches, but in the absence of convincing evidence for change, we are reluctant to embrace a whole-sale transformation of our approach. Our program evolves over time as needed.

We have middle and junior high school teachers who are extremely effective in preparing our students for the rigors of high school mathematics. Those students who are not ready for Algebra I are identified with complete records of interventions that have been tried and a clear indication of weaknesses that still exist. We also offer help after school 12 hours each week for math students who struggle.

Students who excel far above their peers are identified early and are given the option of pursuing math courses appropriate to their ability at the high school.

4. Additional Curriculum Area:

Science education at Sugar-Salem High School has a dual impact on students. First, students are given the opportunity to gain vital science content knowledge, guided through rigorous, standards-based courses in science. Our science courses consistently prepare students for post-secondary education in a variety of fields; they also focus on the practical side of science to help prepare students to be responsible, informed citizens and decision-makers. Second, students learn problem-solving skills that will serve them well as students and as employees. Our science classes are not simply memorization of facts—we engage students through laboratory exercises designed to give students basic skills. Students are often faced with difficult problems that do not have one correct solution, which more accurately models problems they will face in the real world. Students are also taught concepts through inquiry techniques when possible. This not only has proven to develop a deeper understanding of content, but has also developed students' capacities for self-directed learning. As freshmen, students take a blended science class, a mix of a traditional classroom and an online class. That class simultaneously develops technology skills, problem-solving skills, and science knowledge.

Students will continue to benefit from both forms of science education they receive. The science content they learn will be the basis for a solid post-secondary education, where they will be well-informed and prepared to learn new information. They learn science processing skills, including developing and running laboratory exercises, that will enable them to meet new challenges and solve new problems. They will also be well-versed in common technology tools, which will give them a solid basis for technology skills that are being taken for granted at the post-secondary level. As a result, our students' interaction with our science department will allow them to gain a quality education that will enable them to succeed in an ever-evolving world.

5. Instructional Methods:

At Sugar-Salem High School, we take pride in our ability to tailor the educational experience to each individual. As a small school, we can adapt to the specific needs of student subgroups quickly and to provide a personalized educational experience. Our staff works hard to know each student individually in order to better assess their needs. Parental involvement plays an important role as well; we strive to keep

parents informed and to maintain positive relationships. Parent-Teacher conferences are an excellent example of our commitment to keep parents involved. When students, teachers, and parents communicate regularly, we can provide for their individual learning needs in the classroom.

Our program for English language learners has proven very effective in not only ensuring that students in this program graduate, but that they are productive learners in the classroom. Our ELL staff take the time to get to know their students personally and will often conference with teachers and students to help them succeed.

Sugar-Salem High School has seen great success with blended classes, that make extensive use of available technology. These classes enable students to learn in the way that proves most effective for them—by reading, watching video segments, working in a cooperative group setting, and interacting directly with the materials through online course modules. Tests and quizzes are administered online, which gives greater schedule flexibility to both instructors and students. As a result, students with a variety of learning styles can master the course content at their own pace, ensuring that high-level learning is the priority.

At Sugar-Salem High School, the priority has always been to ensure high-level learning and mastery of content, all with the ultimate goal of helping each student receive and accept a high-quality education that will enable them to succeed in an ever-evolving world.

6. Professional Development:

Sugar-Salem High School has a three-pronged approach to professional development.

Prong 1 is based on local needs identified through formal and informal inquires with staff members.

Prong 2 is based on state and federal mandates that we need to comply with as a school.

Prong 3 is based on "emergency" developments.

Each is based on needs assessments conducted at the building level. Our administrative team works with the school improvement committee to identify current needs and then rank them based on how quickly we need to address those identified needs. At monthly faculty meetings we set aside a portion of time to discuss an area of improvement with the full faculty. When there are similar and overlapping needs with other buildings within our district, we use our district professional development days to provide time to collaborate on effective solutions that will benefit us all.

At the district level, a similar approach is taken to meet our professional development needs. The district holds whole group trainings as well as small focus groups to help meet needs within the district. Two needs this year have been assessment and alignment of instruction with Common Core State Standards. All teachers have been involved in re-aligning our k-12 curriculum to the new standards. This has been helpful, as noted by staff comments, in enabling collaboration across content subjects and integrating professional technical and technology. We work to ensure that all stakeholders who may benefit from the professional development are invited to participate. For example, when student behavior and bullying was a larger issue, we invited all of our staff, regardless of department or building, to attend trainings centered on this topic. This was an effort to collaborate and work together to meet the needs of students regardless of the setting they were in throughout the school day.

For example, we believe that we have a fairly safe school campus. However, with recent national events, we are reevaluating school safety. Based on a variety of comments and input from our stakeholders (teachers, students, parents, etc.) we have made some adjustments to improve safety on our campus.

7. School Leadership:

Sugar-Salem High School functions as a collaborative leadership team. The principal has organized each department with a lead teacher or chairman, who meet as a group with the principal monthly to discuss progress and the outcomes of academic goals for the school and departments. The school works collaboratively to achieve goals that have been established collaboratively with the input of all stakeholders, including students, parents, and teachers.

Teachers are treated as professionals. Teachers perform at a higher level when given the trust from leadership to perform their responsibilities and duties and have the autonomy to teach the content and the standards with their own artistic style. The high school stakeholders hold one another accountable and are persistent in maintaining high academic standards and expectations.

At Sugar-Salem High School there is no bureaucratic red tape. Once someone brings a concern or issue to the attention of the principal or leadership team, everyone works in concert to resolve the issue to the students' benefit. The principal has the autonomy to make decisions, within district policies, to improve the school based on evidences and need for change and/or improvement. When appropriate, parents and students are invited to work with the school leadership to resolve issues and concerns.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 10   Test: ISAT

Edition/Publication Year: 2007   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Oct	Apr
SCHOOL SCORES					
Proficient/Advanced	96	89	79	83	83
Advanced	60	52	40	43	50
Number of students tested	112	100	103	104	102
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	94	91	82	77	82
Advanced	63	44	34	39	49
Number of students tested	47	43	50	44	45
2. African American Students					
Proficient/Advanced	Masked				Masked
Advanced	Masked				Masked
Number of students tested	2				2
3. Hispanic or Latino Students					
Proficient/Advanced	80	Masked	Masked	Masked	Masked
Advanced	50	Masked	Masked	Masked	Masked
Number of students tested	10	5	7	8	9
4. Special Education Students					
Proficient/Advanced		Masked	Masked	Masked	31
Advanced		Masked	Masked	Masked	0
Number of students tested		7	8	6	13
5. English Language Learner Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		1	5	1
6. White					
Proficient/Advanced	97	93	80	85	84
Advanced	53	54	33	45	52
Number of students tested	99	91	91	94	89

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
At this time, specific numbers for Hispanic, African American, special Ed, and ELL for % Proficient or Advanced are NOT available from the school or from the State for school years 07-08 and 08-09.

13ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 10   Test: ISAT

Edition/Publication Year: 2007   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Oct	Apr
SCHOOL SCORES					
Proficient/Advanced	99	94	91	85	85
Advanced	66	57	41	28	37
Number of students tested	113	100	103	103	102
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	91	82	77	84
Advanced	64	56	36	25	38
Number of students tested	47	43	50	44	45
2. African American Students					
Proficient/Advanced	Masked				Masked
Advanced	Masked				Masked
Number of students tested	2				2
3. Hispanic or Latino Students					
Proficient/Advanced	100	Masked	Masked	Masked	Masked
Advanced	40	Masked	Masked	Masked	Masked
Number of students tested	10	5	7	8	9
4. Special Education Students					
Proficient/Advanced		Masked	Masked	Masked	31
Advanced		Masked	Masked	Masked	0
Number of students tested		7	8	6	13
5. English Language Learner Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		1	5	1
6. White					
Proficient/Advanced	99	96	95	86	87
Advanced	61	63	43	30	39
Number of students tested	100	91	91	93	89

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
At this time, specific numbers for Hispanic, African American, special Ed, and ELL for % Proficient or Advanced are NOT available from the school or from the State for school years 07-08 and 08-09.

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